

ERLANGER-ELSMERE  
SCHOOLS  
CERTIFIED PERFORMANCE  
EVALUATION  
PLAN

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## **ERLANGER-ELSMERE SCHOOLS**

### **PERFORMANCE EVALUATION BOOKLET**

#### **I. PHILOSOPHY**

The Erlanger-Elsmere School District is committed to a tradition of academic excellence and an appreciation of the worth of the individual student. If the system is to provide an educational environment and an education program for students that will prepare them for later life; it must maintain an excellent faculty.

#### **II. OBJECTIVES**

- A. The primary objective of evaluation is to improve instruction and provide for the professional growth of certified staff members.
- B. A secondary objective is to help assess teacher and administrative performance for reappointment and promotion. Strong performance is to be recognized, honored, and encouraged.
- C. A third objective is to provide a measure of performance accountability to citizens.

#### **III. INTRODUCTION**

The Erlanger-Elsmere School District has taken the position that the primary purpose of evaluation is to improve performance and promote professional growth. The focus of the evaluative process is to emphasize a deliberate means of improvement rather than a post-performance rating system. It is to be a cooperative endeavor between the evaluator and the person being evaluated.

Evaluation, utilizing performance criteria including teacher standards, stresses a clearer definition of the duties and responsibilities of teachers and administrators. Assessment is based upon results obtained and the effectiveness in the over-all performance in areas of responsibility in which specific objectives have been developed. Evaluation by objectives, in a sense, is a form of clinical supervision. The process, when properly implemented, becomes a positive process. Implied in this process is the assumption that the individual is capable of making improvements and that the evaluator is properly trained to enhance the process.

Revised May, 2008

Improved performance will result if evaluation is carried out systematically in accordance with good planning, conscientious follow-through, and careful assessment of the results.

With this body of knowledge available, performance criteria indicators have been developed for teacher and administrative evaluation. The evaluator, along with the evaluatee can diagnose the status of current performance with reference to the performance indicators. Given the result of the diagnosis, appropriate measurable objectives for improvement can be formulated.

#### IV. DEFINITIONS

- A. “Teacher” means any certified staff person who directly instructs students.
- B. “Administrator” means any certified staff person who devotes the majority of his employed time to service in a position for which administration certification is required by the Education Professional Standards Board in 704 KAR Chapter 20.
- C. “Other support staff” means any certified staff other than teacher or administrator.
- D. “Evaluation” means the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, and based on predetermined criteria, through periodic observation and other documentation including a portfolio, peer review, product or performance, and the establishment and monitoring of a professional growth plan.
- E. “Formative evaluation” means a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee’s professional growth and performance. (KRS 156.557 [3] [b] 1)
- F. “Summative evaluation” means the summary of, and conclusions from, all evaluation data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee, and a written evaluation report.

(As defined by KRS 156.557 [3] [b] 2).

- G. “Observation” means a process of gathering information in the performance of duty, based on predetermined criteria in the district plan.
- H. “Conference” means a meeting involving the evaluator and the certified employee being evaluated for the purposes of providing feedback from the evaluator, analyzing the results of an observation(s) and other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.
- I. “Performance criteria” means performance areas, skills, or outcomes on which the certified employee shall be evaluated based on position and the district plan.
- J. “Indicators” means measurable or observable behaviors and outcomes that demonstrate performance criteria.
- K. “Standards of performance” means acceptable qualitative or quantitative level of performance expected of effective teachers or administrators.
- L. “Position” means a professional role in the school district (e.g., teacher, secondary principal, Assistant Superintendent).
- M. “Job category” means a group or class or positions with closely related functions (e.g., principal, coordinator, director).
- N. “Professional growth plan” means an individualized plan that includes: goals for enrichment and development that are established by the person being evaluated with the assistance of the evaluator, objectives, a plan for achieving the objectives, and a method for evaluating success; alignment with the specific goals and objectives of the school or district consolidated plan; and identification of school and district resources within available funds to accomplish the goals.
- O. “Prime evaluator” means the one who is directly responsible for the supervision of the evaluatee and makes the assessment of his or her performance.
- P. “Contributor” means one who holds a position in relation to the evaluatee that makes it possible to provide consultation and

assistance to the evaluatee and/or the evaluator.

1. Assistant Principal
2. Assistant Superintendent
3. Department Head/Director of Special Education
4. Third party observer (teacher or curriculum content specialist)

Q. “Evaluatee” means person being evaluated.

R. “Assistance Plan” means a plan whereby the evaluator establishes goals for improvement and the assistance the evaluator will provide will be identified. The individualized plan includes objectives, a plan for achieving the objectives and the method for evaluating success. The timeline for progress will be established by the evaluator. An Assistance Plan must be developed if any standard has not been met.

## V. DEFINITION OF ROLES

A. A. Principal – is the immediate supervisor of the certified school employee and is designated the primary evaluator.

B. Department Head/Director of Special Education - At the discretion of the principal, serves as a contributor.

C. Assistant Superintendent/Assistant Principal - Serves in a resource capacity to facilitate the carrying out of the evaluation process, performing such services as:

1. When requested, formative evaluation of non-tenured personnel.
2. When requested, formative evaluation of tenured staff.
3. When requested, serve as a contributor to formative and summative evaluation.

D. Superintendent - or his designee will serve in the capacity of prime evaluator for the administrators.

E. Third Party Observer – The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by a teacher, observations by another teacher trained in the teacher’s content area or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible, be determined through mutual agreement by the evaluator and evaluatee.

A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's written request, the evaluator shall select the third party observer.

## VI. WHO EVALUATES WHOM

<u>EVALUATEE</u>	<u>PRIME EVALUATOR</u>
Classroom Teacher	Principal
Counselor	Principal
Librarian	Principal
Assistant Principal	Principal
Principal	Superintendent/Designee
Assistant Superintendent	Superintendent
Director of Special Education	Superintendent
Director of Pupil Personnel	Superintendent
Chief Information Officer	Superintendent
Assistant Director of Special Ed.	Director of Special Ed.
Superintendent	Board of Education*

\* The Superintendent's evaluation will be completed according to 704 KAR 3:345 and KRS 156.557. The Superintendent shall review his professional growth plan pursuant to KRS 156.111.

### Certified Personnel serving more than one school:

Elementary Guidance	Principal (*)
Speech Therapist	Principal (*)
Special Education	Principal (*)
Art	Principal (*)
Music	Principal (*)
Physical Education	Principal (*)
Media Center Director	Superintendent/Designee
	(In collaboration with Principals)
Gifted/Talented Teacher	Superintendent/Designee
Instructional Technology Leader	Superintendent/Designee

\* Principals may collaborate in preparation for the formative/summative evaluation. Itinerant teachers are assigned on an annual rotating basis to a principal as prime evaluator.

## VII. RESPONSIBILITIES OF PRIME EVALUATOR

- A. Initiate evaluation process and familiarize the evaluatee with this process.
- B. Establish procedures, priorities and timetables for evaluation.
- C. Be candid and forthright in the evaluation as to possible goals to be attained.
- D. Familiarize him/herself with the evaluatee's professional background.
- E. Share with the evaluatee all evaluation materials that will be placed in the personnel file, and have the evaluatee sign the evaluation form when completed.
- F. Carry out to the best of his/her ability the tasks agreed upon in the evaluation.
- G. Create an atmosphere conducive to communication between staff members.
- H. Demonstrates Teaching Techniques - If a teacher requests, an administrator or experienced teacher shall demonstrate, with the class, proper teaching techniques and/or procedures which the evaluator feels will improve any identified weak areas of the teacher.
- I. Demonstrates knowledge of the appropriate Teacher or Administrator Standards and Performance Criteria.

## VIII. RESPONSIBILITIES OF THE EVALUATEE

- A. Be candid and forthright in the evaluation process.
- B. Keep an attitude of acceptance toward suggestions given by the evaluator.
- C. Carry out to the best of his/her ability the tasks agreed upon in the evaluation.
- D. Foster a continual self-evaluation attitude.

## IX. FREQUENCY OF EVALUATIONS

The following table shows the frequency of evaluations. Individuals may request a full evaluation though not scheduled for one. Also, individuals whose performance may be considered less than satisfactory will be evaluated annually by the prime evaluator even though they may be in continuing contract status. This procedure shall be in accordance with 704 KAR 3:345 and KRS 156.557. All evaluations will be on district approved forms to become part of official personnel file, excluding the Superintendent.



### STATUS

Individuals in limited contract status (non-tenured)

Individuals in continuing contract status (tenured)

Administrators

Superintendent

### FREQUENCY

Evaluated annually  
(Multiple observations required for non-tenured teacher)

Minimum of every three years  
(multiple observations shall be required if performance is unsatisfactory)

Evaluated annually

Annually (as per 704 KAR 3:345 and KRS 156.557)

## X. TEACHER PERFORMANCE EVALUATION PROCEDURE

Today “good” teaching practices are clearly defined by the state of Kentucky Teacher Standards and Performance Criteria. The challenge to every school leader, is to use management and supervisory skills, which insure that teachers continuously improve their instructional planning and classroom presentation skills. This provides teachers with an effective support system in order to put into practice behaviors that promote maximum learning.

To assure that teachers obtain higher levels of skill acquisition from the knowledge level to be transferred to the instructional setting, formative evaluation is necessary.

### FORMATIVE STAGE OF EVALUATION

#### A. Evaluation Explanation

1. Establish procedure
2. Discussion of the evaluation criteria and process used for evaluation (no later than the end of the first month of reporting for employment for each school year)

#### B. Classroom Observation (in accordance with 704 KAR 3:345)

The monitoring or observations of performance of a certified employee shall be conducted openly and with full knowledge of the teacher or administrator.

#### C. Collection of Data

Both parties are to receive a copy of the observation results and other necessary evaluative data. Teacher initials principal's copy.

D. Analysis of Data

1. Evaluator identifies and reinforces effective teaching strategies.
2. Identify needs or areas to emphasize for improvement and discuss professional growth plan.
3. Finalize objectives and plan for improvement.
4. Formative conferences between the evaluator and the evaluatee will be held within one work week following each observation as per 704 KAR 3:345.
5. Based on the improvement needs of the evaluatee, the evaluator may develop an Assistance Plan in order to establish goals and objectives for improvement.

E. Conference. The evaluatee is provided the opportunity for a written response to the formative evaluation and receives a copy.

## SUMMATIVE STAGE OF EVALUATION

The formative cycle is followed by the summative evaluation, bringing together the results of the formative phase to determine the effectiveness of the performance based on pre-determined criteria. The summative phase of evaluation includes a conference involving the evaluator and the evaluatee. Completion of the evaluation document will be in accordance with the district policy as per 704 KAR 3:345 and KRS 156.557. The evaluatee is provided the opportunity for a written response to the summative evaluation and receives a copy.

## XI. PERFORMANCE STANDARDS

A. Based on evidence from observation and discussion, the evaluator is to review the evaluatee's performance with respect to the Performance Teacher Standards, which follow. The review should be used to provide the evaluatee with a summative performance assessment and the opportunity to respond to the evaluation.

### Standard 1: CONTENT KNOWLEDGE

The demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

Standard 2: DESIGNS/PLANS INSTRUCTION

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard 3: CREATES/MAINTAINS LEARNING CLIMATE

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard 4: IMPLEMENTS/MANAGES INSTRUCTION

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard 5: ASSESSES/COMMUNICATES LEARNING RESULTS

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard 6: IMPLEMENTATION OF TECHNOLOGY

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents and the community; and conduct research.

Standard 7: REFLECTS/EVALUATES TEACHING AND LEARNING

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

Standard 8: COLLABORATION WITH COLLEAGUES/PARENTS/OTHERS

The teacher collaborates with colleagues, parents and others agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard 9: EVALUATES TEACHING/IMPLEMENTS PROFESSIONAL DEVELOPMENT

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

Standard 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

The teacher provided professional leadership within the school, community, and education profession to improve student learning and well-being.

B. EXPLANATION OF THE SCALE

Meets standards - performance meets district's standards

Does not meet standards - performance is below the district's standards

Not rated - insufficient data for rating performance

Comments - supporting evidence provided where necessary

XII. OPPORTUNITY FOR REVIEW

The opportunity for review of the summative evaluation is provided in 704 KAR 3:345 and KRS 156.557.

XIII. EVALUATION TIMETABLE

A. TEACHER PERFORMANCE EVALUATION

1. Starting Day - and no later than the end of the first month of reporting for employment.

Initial contact is made between the principal and the teacher to be evaluated. The teacher is made aware of the evaluation procedure, performance criteria, responsibilities, and objectives expected. This meeting can take place with the individual teacher or a group and serve as the Evaluation Explanation in accordance with 704 KAR 3:345.

2. Starting Day – to Summative

Formative Evaluation Process - both parties receive a copy of the Observation results. Teacher initials principal's copy. Principal may develop an "Assistance Plan."

Formative evaluation continues. Follow-up meeting between the principal and teacher relating the objectives with the development of the professional growth plan.

3. Completed by April 15

The Summative Conference shall include all evaluation data.

Completion of the summative evaluation documents will be in accordance with 704 KAR 3:345. The principal may develop an "Assistance Plan" for the following year. Any rating in the "Does Not Meet" column requires the development of an Individual Assistance Plan. The growth plan is completed with the summative evaluation. It is aligned with the school/district's goals and objectives in the Consolidated Plan. The growth plan must be reviewed annually.

**B. ADMINISTRATIVE PERFORMANCE EVALUATION**

1. July 1 - and no later than 30 days after reporting for employment.

Initial contact between Evaluator and Evaluatee. The administrator is made aware of the evaluation procedure, performance criteria, responsibilities and objectives expected in accordance with 704 KAR 3:345.

2. Starting Day – to Summative

Formative Evaluation - The evaluator should monitor periodically the performance of the administrator and conduct follow-up conferences to provide assistance as needed. A professional growth plan, aligned with the school/district's goal and objectives in the Consolidated Plan will be finalized. It shall be reviewed annually.

Summative Evaluation – Completion of the summative evaluation documents will be in accordance with 704 KAR 3:345. The summative conference shall include all evaluation data. The Superintendent/designee may develop an Assistance Plan for the following year. Any rating in the "Does Not Meet" column requires

the development of an Assistance Plan.

At both the formative and summative evaluation conferences, the evaluatee is provided the opportunity for a written response to the evaluation and receives a copy.

3. Administrator Performance Standards

Completion of the summative evaluation documents will be in accordance with 704 KAR 3:345.

Standard 1: Vision of Learning

The school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: School Culture and Instructional Program

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: Management and Learning Environment

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: Collaboration and the Community

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: Integrity and Ethics

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: Understands political, social, economic, and cultural influences

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

4. Explanation of the Scale  
Meets Standards – performance meets district’s standards  
Does Not Meet Standards – performance is below the district’s standards  
Not Rated – insufficient data for rating performance  
Comments – supporting evidence provided where necessary
5. The opportunity for review of the summative evaluation is provided in 704 KAR 3:345 and KRS 156.557.

#### XIV. District Evaluation Committee

- A. The District Evaluation Committee shall consist of an equal number of teachers and administrators.
- B. Evaluation Committee membership shall include teachers, school principals, and one administrator appointed by the Superintendent to serve as committee chairperson and the designated contact person for Kentucky Department of Education monitoring purposes.
- C. The District Evaluation Committee shall develop evaluation procedures and forms for certified positions below the level of the district Superintendent.
- D. The committee shall annually review the district’s evaluation procedures.
- E. Current committee members  
Jami Sastre – Teacher, Lloyd  
Angela Gabbard – Teacher, Lindeman  
Melanie Triplett – Teacher, Arnett  
Della Kemper – Teacher, Miles  
Shelley Dunhoft – Teacher, Howell  
Bryant Gillis – Principal, Miles  
Eric Sayler, Principal, Howell  
Carl Schwierjohann – Principal, Tichenor  
John Riehemann – Principal, Lloyd  
David R. Palmore – (KDE contact)

## **APPEALS PANEL**

### **I. Membership - All members must be certified employees.**

#### **A. Elected Members**

1. Must be elected to the Appeals Panel by certified employees.
2. Each elected member will serve a two-year term, beginning July 1 and ending June 30.

#### **B. Election Process**

1. The Evaluation Committee will hold an election prior to closing day to elect a certified employee to the Appeals Panel. Any certified employee may volunteer and will automatically be placed on the ballot. Any certified employee wishing to nominate another may do so by gaining the nominee's permission prior to forwarding the nomination to the evaluation committee.
2. All certified employees will be eligible to vote in the election.
3. The two candidates with the highest vote total will be elected to a two-year term. The runner-up will serve as an alternate for the next two years, replacing either of the two elected members, as needed.

#### **C. Appointed Members**

One member will be appointed by the Board of Education to serve until the Board of Education appoints a replacement.

#### **D. Chairperson**

At the first meeting of the Appeals Panel, the members will elect a chairperson.



#### E. Conflicts of Interest

No panel member shall serve on any appeal panel considering an appeal for which she/he was the evaluator. Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. A panel member shall not hear an appeal filed by his/her immediate supervisor.

### II. Appeals Procedure

Certified employees who think their summative evaluations are incorrect or unfair have the right to appeal their evaluations.

#### A. The purpose of an appeals hearing is two-fold:

1. To determine if state and local evaluation policies have been followed in the evaluation process.
2. To insure that the summative evaluation was fair by providing an independent review of the judgmental conclusions reached by the individual evaluator.

#### B. Any certified employee may request an appeals hearing by following these steps:

1. Within five (5) days of the summative evaluation conference, the employee must request a meeting with the evaluator so that an informal resolution may be attempted.
2. Within five (5) days of that informal meeting, a written request for a review must be submitted to the Superintendent. This request should state that the informal attempt at resolution has failed and should specifically describe the complaint and grounds for the appeal. (Evaluation Appeal Form)

#### C. Hearing Date

The Appeals Panel will review the complaint and set a hearing at a convenient place and time, which must be within fifteen (15) work days of the receipt of the request. Both the evaluator and the evaluatee will be given notice of the time and place for this hearing at least ten (10) workdays before the hearing.

#### D. Documentation

At least three (3) work days before the scheduled hearing, both the evaluator and the evaluatee must submit to the Appeals Panel four (4) copies of any documentation they wish to present at the hearing. The Panel will be responsible for distributing these copies so that the evaluator, the evaluatee, and each Panel member will all have copies and will have an adequate opportunity to review all documentation. (704 KAR 3:345)

#### E. Hearings Procedures

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the panel's responsibilities.
2. The hearing will be closed to anyone except the evaluatee, the evaluator, chosen representative, and the panel members.
3. An audio tape of the hearing will be the Appeals Panel's official record. Copies will be provided to either party upon written request within fifteen (15) working days of receipt of request.
4. Each party will be permitted to make a statement of claim. The evaluatee will begin.
5. The Panel may question the evaluatee and evaluator.
6. The Chairperson may disallow materials and/or information to be presented or used in the hearing when she/he determines that such materials and/or information is not relevant to the appeal.
7. If witnesses are presented by either party, they will be called to appear singly and will not be permitted to observe the proceedings. A list of witnesses will be presented to the panel 24 hours prior to the start of the hearing.
8. Each party (evaluator and evaluatee) will be asked to make closing remarks.
9. The Chairperson of the panel will make closing remarks.

10. The decision of the panel after sufficiently reviewing all evidence, may include, but not be limited to, the following:
  - a. Upholding all parts of the original evaluation.
  - b. Voiding the original evaluation or parts of it.
  - c. Ordering a new evaluation by a second certified employee.
  - d. Removing the summative evaluation from the personnel file and placing a copy of the panel's written findings in the file.
11. Within ten (10) work days after the hearing, the Appeal's Panel will present its findings to the evaluatee, the evaluator, and the Superintendent. In the event that the evaluator is the Superintendent, the panel's recommendation shall go directly to the Board of Education.
12. The panel's decision may be appealed to the State Board of Education.

#### Board of Education Approval

The District Evaluation Plan and Appeals Procedure were approved by the Erlanger-Elsmere Board of Education. The District Evaluation Plan and Appeals Procedure are reviewed annually by the committee and the Erlanger-Elsmere Board of Education.

**CERTIFIED EVALUATION APPEAL FORM**  
**Erlanger-Elsmere Schools**

**INSTRUCTIONS**

*This form is to be used by certified employees who wish to appeal their performance evaluations. Any appeal of a performance evaluation shall rest upon the procedural aspects of the evaluation process, meaning that if all of the steps in the evaluation process have been properly executed, the substance of the evaluator's assessment shall be open to challenge.*

Employee's Name <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>		
Home Address <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>		
Job Title	Building	Grade or Department

What specifically do you object to or why do you feel you were not fairly evaluated?

If additional space is needed, attach extra sheet.

Date you received the summative evaluation:	
Name of Evaluator:	Date:

**I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review. I will appear before the Panel if requested.**

Employee's Signature	Date:
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**Erlanger-Elsmere Schools**  
**Teacher Formative Evaluation Summary Form**

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricular activities, professional development activities, etc.)

Evaluatee:	Content Area/Grade:
Evaluator:	Position:

**Classroom Observation Information:**

Date:	Unit of Study/Lesson:
Beginning Time:	Ending Time:

**Standard 1: Demonstrates Applied Content Knowledge**

<b>Initial Level Performance:</b> Accurately and effectively communicates concepts, processes, and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.	<b>Advanced Level Performance:</b> Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.
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	Initial-Performance	Advanced-Level Performance
1.1 Communicates concepts, processes and knowledge.	Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.	Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.
1.2 Connects content to life experiences of student.	Effectively connects most content, procedures, and activities with relevant life experiences of students.	Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas.
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.	Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.	Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.
1.4 Guides students to understand content from various perspectives.	Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.	Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.
1.5 Identifies and addresses students' misconceptions of content.	Identifies misconceptions related to content and addresses them during planning and instruction.	Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.

Standard 1 Supporting Evidence & Comments:

**Standard 2: Designs/Plans Instruction**

	Initial-Level Performance	Advanced-Level Performance
2.1 Develops significant objectives aligned with standards.	States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.	Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests and abilities.
2.2 Uses contextual data to design instruction relevant to students.	Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.	Plans and designs instruction that is based on significant contextual and pre-assessment data.
2.3 Plans assessments to guide instruction and measure learning objectives.	Prepares assessments that measure student performance on each objective and help guide teaching.	Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.
2.4 Plans instructional strategies and activities that address learning objectives for all students.	Aligns instructional strategies and activities with learning objectives for all students.	Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.	Plans instructional strategies that include several levels of learning that require higher order thinking.	Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.

Standard 2 Supporting Evidence & Comments:

**Standard 3: Creates/Maintains Learning Climate**

	Initial-Level Performance	Advanced-Level Performance
3.1 Communicates high expectations.	Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.	Consistently Sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.
3.2 Establishes a positive learning environment.	Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.	Maintains a fair, respectful, and productive classroom environment conducive to learning.
3.3 Values and supports student diversity and addresses individual needs.	Uses a variety of strategies and methods to supports student diversity by addressing individual needs.	Consistently uses appropriate and responsive instructional strategies that address the needs of all students.
3.4 Fosters mutual respect between	Treats all students with respect	Consistently treats all students

teacher and students and among students.	and concern and monitors student interactions to encourage students to treat each other with respect and concern.	with respect and concern and actively encourages students to treat each other with respect and concern.
3.5 Provides a safe environment for learning.	Creates a classroom environment that is both emotionally and physically safe for all students.	Maintains a classroom environment that is both emotionally and physically safe for all students.

Standard 3 Supporting Evidence & Comments:

#### **Standard 4: Implements/Manages Instruction**

	Initial-Level Performance	Advanced-Level Performance
4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.	Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.	Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.
4.2 Implements instruction based on diverse student needs and assessment data.	Implements instruction based on contextual information and assessment data.	Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.
4.3 Uses time effectively.	Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.	Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.
4.4 Uses space and materials effectively.	Uses classroom space and materials effectively to facilitate student learning.	Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.
4.5 Implements and manages instruction in ways that facilitate higher order thinking.	Instruction provides opportunity to promote higher-order thinking.	Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.

Standard 4 Supporting Evidence & Comments:

#### **Standard 5: Assesses/Communicates Learning Results**

	Initial-Level Performance	Advanced-Level Performance
5.1 Uses pre-assessments.	Uses a variety of pre-assessments to establish baseline knowledge and skills	Consistently uses student baseline data from appropriate pre-assessments to promote the

	for all students.	learning of all students.
5.2 Uses formative assessments	Uses a variety of formative assessments to determine each student's progress and guide instruction.	Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.
5.3 Uses summative assessments.	Uses a variety of summative assessments to measure student achievement.	Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.
5.4 Describes, analyzes, and evaluates student performance data.	Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.	Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.
5.5 Communicates learning results to students and parents.	Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.	Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions.
5.6 Allows opportunity for student self-assessment.	Promotes opportunities for students to engage in accurate self-assessment of learning.	Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.

Standard 5 Supporting Evidence & Comments:

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**Standard 6: Demonstrates the Implementation of Technology**

	Initial-Level Performance	Advanced-Level Performance
6.1 Uses available technology to design and plan instruction.	Uses technology to design and plan instruction.	Uses appropriate technology to design and plan instruction that supports and extends learning of all students.
6.2 Uses available technology to implement instruction that facilitates student learning.	Uses technology to implement instruction that facilitates student learning.	Designs and implements research-based, technology-infused instructional strategies to support learning of all students.
6.3 Integrates student use of available technology into instruction	Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.	Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.



6.4 Uses available technology to assess and communicate student learning.	Uses technology to assess and communicate student learning.	Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.
6.5 Demonstrates ethical and legal use of technology.	Ensures that personal use and student use of technology are ethical and legal.	Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.

Standard 6 Supporting Evidence & Comments:

#### **Standard 7: Reflects/Evaluates Teaching and Learning**

	Initial-Level Performance	Advanced-Level Performance
7.1 Uses data to reflect on and evaluate student learning.	Reflects on and accurately evaluates student learning using appropriate data.	Uses formative and summative performance data to determine the learning needs of all students.
7.2 Uses data to reflect and evaluate instructional practice.	Reflects on and accurately evaluates instructional practice using appropriate data.	Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.
7.3 Uses data to reflect on and identify areas for professional growth.	Identifies areas for professional growth using appropriate data.	Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.

Standard 7 Supporting Evidence & Comments:

#### **Standard 8: Collaborates with Colleagues/Parents/Others**

	Initial-Level Performance	Advanced-Level Performance
8.1 Identifies students whose learning could be enhanced by collaboration.	Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.	Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.	Designs a plan to enhance student learning that includes all parties in the collaborative effort.	Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.
8.3 Implements planned activities that enhance student learning and engage all parties.	Implements planned activities that enhance student learning and engage all parties.	Explains how the collaboration to enhance student learning has been implemented.
8.4 Analyzes data to evaluate the outcomes of collaborative efforts.	Analyzes student learning data to evaluate the outcomes of collaboration and identify next	Uses appropriate student performance data to describe, analyze, and evaluate the

	steps.	impact of the collaborative activities on student learning and to identify next steps.
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Standard 8 Supporting Evidence & Comments:

**Standard 9: Evaluates Teaching and Implements Professional Development**

	Initial-Level Performance	Advanced-Level Performance
9.1 Self assesses performance relative to Kentucky's Teacher Standards.	Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards.	Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.
9.2 Identifies priorities for professional development bases on data from self-assessment, student performance and feedback from colleagues.	Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.
9.3 Designs a professional growth plan that addresses identified priorities.	Designs a clear, logical professional growth plan that addresses all priority areas.	Designs a clear, logical professional growth plan that addresses all priority areas.
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.	Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning.	Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.

Standard 9 Supporting Evidence & Comments:

**Standard 10: Provides Leadership with School/Community/Profession**

	Initial-Level Performance	Advanced-Level Performance
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.	Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.	Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization, and professional judgment.
10.2 Develops a plan for engaging in	Develops a leadership work	Develops a leadership work

leadership activities.	plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.	plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact.
10.3 Implements a plan for engaging in leadership activities.	Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.	Effectively implements the leadership work plan.
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.	Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.	Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.

Standard 10 Supporting Evidence & Comments:

To be signed after all information has been completed and discussed:

<u>Evaluatee Signature:</u>	<u>Date</u>
<u>Evaluator Signature:</u>	<u>Date:</u>

**Evaluatee:**

☐

Agree with this summative evaluation

☐

Disagree with this summative evaluation

**Comments:**

### Erlanger-Elsmere Schools Summative Evaluation for Teachers

This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.

Evaluatee:		Grade/Content Area:			
Evaluator:		Position:			
School:					
Date(s) of Observations	First:	Second:	Third:	Fourth:	
Date(s) of Conferences	First:	Second:	Third:	Fourth:	
<b>Teacher Standards</b>		<b>Ratings:</b>	<b>Meets</b>	<b>*Does Not Meet</b>	
1. Demonstrates Applied Content Knowledge					
2. Designs/Plans Instruction					
3. Creates/Maintains Learning Climate					
4. Implements/Manages Instruction					
5. Assesses/Communicates Learning Results					
6. Demonstrates Implementation of Technology					
7. Reflects/Evaluates Teaching/Learning					
8. Collaborates with Colleagues/Parents/Others					
9. Evaluates Teaching and Implements PD					
10. Provides Leadership within School, Community, Profession					

Individual Professional Growth Plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) marked below:

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
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Supporting Evidence:
Evaluator's Comments:
Evaluatee's Comments:
To be signed after all information has been completed and discussed:

Evaluatee Signature:	Date
Evaluator Signature:	Date:

**Evaluatee:**

☐

Agree with this summative evaluation

☐

Disagree with this summative evaluation

**Employment Recommendation to the Central Office**

☐

Meets teacher standards for re-employment

☐

Does not meet teacher standards for re-employment

Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.

\*Any rating in the "Does Not Meet" column requires the development of an Individual Assistance Plan.

**Erlanger-Elsmere Schools**  
**Administrator Formative Evaluation Summary Form**

<b>Evaluatee:</b>			<b>Position:</b>		
<b>Evaluator:</b>			<b>Date:</b>		
Date(s) of Observations					
Date(s) of Conferences					

Standard 1: Facilitates a vision of learning that is shared and supported by the school community.

Functions:

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous sustainable improvement
- E. Monitor and evaluate progress and revise plans

1.1 The vision and mission of the school are effectively communicated to staff, parents, students and community members.	1.10 Assessment data related to student learning is used to develop the school vision and goals.
1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories and similar activities.	1.11 Relevant demographic data pertaining to students and families are used in developing the school mission and goals.
1.3 The core beliefs of the school vision are modeled for all stakeholders.	1.12 Barriers to achieving the vision are identified, clarified and addressed.
1.4 The vision is developed with and among stakeholders.	1.13 Needed resources are sought and obtained to support the implementation of the school and mission goals.
1.5 The contributions of school community members to the vision of the school are recognized and celebrated.	1.14 Existing resources are used in support of the school vision and goals.
1.6 Progress toward the vision and mission is communicated to all stakeholders.	1.15 The vision, mission, and implementation plans are regularly monitored, evaluated, and revised.
1.7 The school community is involved in improvement efforts.	1.16 Demonstrates punctuality and good attendance for all duties.
1.8 The vision shapes the educational programs, plans, and actions.	1.17 Adheres to school board policies and administrative procedures.
1.9 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.	1.18 Adheres to the state Professional Code of Ethics.

**Standard 1 Supporting Evidence & Comments:**

Standard 2: Sustains a school culture and instructional program conducive to student learning and staff professional development.

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction

- E. Develop assessment and accountability systems to monitor student progress.
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning

2.1 All individuals are treated with fairness, dignity, and respect.	2.11 Multiple opportunities to learn are available to all students.
2.2 Professional development promotes a focus on student learning, consistent with the school goals.	2.12 The school is organized and aligned for success.
2.3 Students and staff feel valued and important.	2.13 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.
2.4 The responsibilities and contributions of each individual are acknowledged.	2.14 Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies.
2.5 Barriers to student learning are identified, clarified, and addressed.	2.15 The school culture and climate are assessed on a regular basis.
2.6 Diversity is considered in developing learning experiences.	2.16 A variety of sources of information are used to make decisions.
2.7 Life-long learning is encouraged and modeled.	2.17. Student learning is assessed using a variety of techniques.
2.8 There is a culture of high expectations for self, student, and staff performance.	2.18 Multiple sources of information regarding performance are used by staff and students.
2.9 Technologies are used in teaching and learning.	2.19 A variety of supervisory and evaluation models is employed.
2.10 Student and staff accomplishments are recognized and celebrated.	2.20 Pupil personnel programs are developed to meet the needs of students and their families.

**Standard 2 Supporting Evidence & Comments:**

Standard 3: Manages resources for a safe, efficient, and effective learning environment.

Functions:

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

3.1 Knowledge of learning, teaching, and student development is used to inform management decisions.	3.13 Stakeholders are involved in decisions affecting schools.
3.2 Operating procedures are designed and managed to maximize opportunities for successful learning.	3.14 Responsibility is shared to maximize ownership and accountability.
3.3 Emerging trends are recognized, studied, and applied as appropriate.	3.15 Effective problem-framing and problem-solving skills are used.
3.4 Operational plans and procedures to achieve the vision and goals of the school are in place.	3.16 Effective conflict resolution skills are used.

3.5 Contractual agreements related to the school are effectively managed.	3.17 Effective group-process and consensus-building skills are used.
3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively.	3.18 Effective communication skills are used.
3.7 Time is managed to maximize attainment of organizational goals.	3.19 There is effective use of technology to manage school operations
3.8 Potential problems and opportunities are identified.	3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively.
3.9 Problems are confronted and resolved in a timely manner.	3.21 A safe, clean, and aesthetically pleasing school environment is created and maintained.
3.10 Financial, human, and material resources are aligned to the goals of schools.	3.22 Human resource functions support the attainment of school goals.
3.11 The school acts entrepreneurially to support continuous improvement	3.23 Confidentiality and privacy of school records are maintained.
3.12 Organizational systems are regularly monitored and modified as needed.	

Standard 4: Collaborates with families and community members, responds to diverse community interests and needs and mobilizes community resources.

Functions:

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

4.1 High visibility, active involvement, and communication with the larger community are a priority.	4.9 Community-youth family services are integrated with school programs.
4.2 Relationships with community leaders are identified and nurtured.	4.10 Community stakeholders are treated equitably.
4.3 Information about family and community concerns, expectations, and needs is used regularly.	4.11 Diversity is recognized and valued.
4.4 There is outreach to different business, religious, political, and service agencies and organizations.	4.12 Effective media relations are developed and maintained.
4.5 Credence is given to individuals and groups whose values and opinions may conflict.	4.13 A comprehensive program of community relations is established.
4.6 The school and community serve one another as resources.	4.14 Public resources and funds are used appropriately and wisely.
4.7 Available community resources are secured to help the school solve problems and achieve goals.	4.15 Community collaboration is modeled for staff.
4.8 Partnerships are established with area businesses, institutions of higher education and community groups to strengthen programs and support school goals.	4.16 Opportunities for staff to develop collaborative skills are provided.

**Supporting Evidence & Comments:**

Standard 5: Acts with integrity, fairness, and in an ethical manner.

Functions:

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior

C. Safeguard the values of democracy, equity, and diversity
D. Consider and evaluate the potential moral and legal consequences of decision-making
E. Promote social justice and ensure that individual student needs inform all aspects of schooling

5.1 Examines personal and professional values.	5.9 Protects the rights and confidentiality of students and staff.
5.2 Demonstrates a personal and professional code of ethics.	5.10 Demonstrates appreciation for and sensitivity to the diversity of the school community.
5.3 Demonstrates the values, beliefs, and attitudes that inspire others to higher levels of performance.	5.11 Recognizes and respects the legitimate authority of others.
5.4 Serve as a role model.	5.12 Examines and considers the prevailing values of diverse school community.
5.5 Accepts responsibility for school operations.	5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior.
5.6 Considers the impact of one's administrative practices on others.	5.14 Opens the school to public scrutiny.
5.7 Uses the influence of the office to enhance the educational program rather than for personal gain.	5.15 Fulfills legal and contractual obligations.
5.8 Treats people fairly, equitably, and with dignity and respect.	5.16 Applies laws and procedures fairly, wisely, and considerately.

**Standard 5 Supporting Evidence & Comments:**

Standard 6: Understands the larger political, social, economic, legal, and cultural context.

Functions:

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

6.1 The environment in which schools operate is influenced on behalf of students and their families.	6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.
6.2 Community concerning trends, issues, and potential changes in the environment in which schools operate.	6.5 Public policy is shaped to provide quality education for students.
6.3 There is ongoing dialogue with representatives of diverse community groups.	6.6 Lines of communication are developed with decision makers outside the school community.

**Standard 6 Supporting Evidence & Comments:**

To be signed after all information above has been completed and discussed.



Evaluatee Signature:	Date
Evaluator Signature:	Date:

**Evaluatee:**

☐

Agree with this formative evaluation

☐

Disagree with this formative evaluation

**Comments:**

### Erlanger-Elsmere Schools Summative Evaluation for Administrators

This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.

Evaluatee:			
Evaluator:		Position:	
School:			
Date(s) of Observations			
Date(s) of Conferences			
<b>Teacher Standards</b>	<b>Ratings:</b>	<b>Meets</b>	<b>*Does Not Meet</b>
1. Facilitates a vision of learning that is shared and supported by the school community.			
2. Sustains a school culture and instructional program conducive to student learning and professional growth.			
3. Manages resources for a safe, efficient, effective learning environment.			
4. Collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources.			
5. Acts with integrity, fairness, and in an ethical manner.			
6. Understands the larger political, social, economic, legal, and cultural content.			

Individual Professional Growth Plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) marked below:

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
----	----	----	----	----	----	----	----	----	-----

Supporting Evidence:
Evaluator's Comments:
Evaluatee's Comments:
To be signed after all information has been completed and discussed:

Evaluatee Signature:	Date
Evaluator Signature:	Date:

**Evaluate:**

☐

Agree with this summative evaluation

☐

Disagree with this summative evaluation

**Employment Recommendation to the Central Office**

☐

Meets administrator standards for re-employment

☐

Does not administrator standards for re-employment

Certified employees must make their appeals to this summative evaluation within the timeframes mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.

\*Any rating in the "Does Not Meet" column requires the development of an Individual Assistance Plan.

**ERLANGER-ELSMERE SCHOOLS INDIVIDUAL PROFESSIONAL GROWTH PLAN**

Name:	Date:	School Year:
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**Identified School/District Plan Goal and/or Objective:**

<b>Present Professional Development Stage (mark one)</b> <input type="checkbox"/> <b>Orientation</b> <input type="checkbox"/> <b>Application</b> <input type="checkbox"/> <b>Implementation</b> <input type="checkbox"/> <b>Refinement</b>	<b>Growth Goal(s)/Objective(s):</b> <b>(Individual Growth Plan must align with specific goals and objectives of school/district improvement plan.)</b>  1.  2.  3.
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Goal #	Procedures and Activities for Achieving Goal(s)/Objective(s)	Expected Impact	Start Date	Target Dates for Completion/Review

Employee's Comments:

Supervisor's Comments:

<b>Individual Plan Development Date:</b>			
Employee's Signature:			Date:
Supervisor's Signature:			Date:
<b>Annual Review Date:</b>			
<b>Achieved</b> <input type="checkbox"/>	<b>Revised</b> <input type="checkbox"/>	<b>Continued</b> <input type="checkbox"/>	
Employee's Signature:			Date:
Supervisor's Signature:			Date:

**ERLANGER-ELSMERE SCHOOLS INDIVIDUAL ASSISTANCE PLAN**

Name:	Date:	School Year:
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**Identified School/District Plan Goal and/or Objective:**

<b>Present Professional Development Stage (mark one)</b> <input type="checkbox"/> <b>Orientation</b> <input type="checkbox"/> <b>Application</b> <input type="checkbox"/> <b>Implementation</b> <input type="checkbox"/> <b>Refinement</b>	<b>Growth Goal(s)/Objective(s):</b> <b>(Individual Growth Plan must align with specific goals and objectives of school/district improvement plan.)</b>  1.  2.  3.
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Goal #	Procedures and Activities for Achieving Goal(s)/Objective(s)	Expected Impact	Start Date	Target Dates for Completion/Review

Employee's Comments:

Supervisor's Comments:

<b>Individual Plan Development Date:</b>			
Employee's Signature:			Date:
Supervisor's Signature:			Date:
<b>Annual Review Date:</b>			
<b>Achieved</b> <input type="checkbox"/>	<b>Revised</b> <input type="checkbox"/>	<b>Continued</b> <input type="checkbox"/>	
Employee's Signature:			Date:
Supervisor's Signature:			Date: